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PSYX 230.02: Developmental Psychology

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PSYX 230-02: Developmental Psychology (75055)

TR 9:40-11

Interdisciplinary Science 110

Fall 2013

Professor Muir

lois.muir@umontana.edu

Office Hours: TT 11:30-1 and by appointment

Office: Corbin 334; 243-4948

Textbook: Bukatko, D. & Daehler, M.W. (2012). *Child Development: A Thematic Approach, 6th Ed.*, Belmont, CA: Wadsworth.

Course Objectives:

Understanding the development of children and adolescents is important for parents, teachers, counselors and others who work in other professions. This course is designed to acquaint you with research findings and theories of development from conception through adolescence. In addition, the course will relate research and theory to practical applications. As a result of this course, you should be able to:

1. Remember basic research findings and theories of development
2. Recognize normal development in various aspects of development
3. Explain scientific methods used in the study of children and adolescents
4. Apply research findings to real-life situations
5. Use critical thinking to interpret developmental research and theories
6. Analyze current issues related to children and adolescents based on research

Course Requirements:

Although the class is conducted in a lecture format, class participation is welcome and important to active learning. Students are expected to arrive on time and remain for the entire class period since it is disruptive to the class to arrive late or leave early. There are four exams based upon class material and textbook assignments. Bring a scantron form #95142 and a #2 pencil to each exam. Students may review their exams or assignments within one week of the posting of the score. The syllabus, class materials, course notices, and grades will be posted on the Moodle Course Management System with communication through your university e-mail.

Course/University Policies:

Drop/Add: October 28 is the last day to drop classes with an add/drop form. After that date, no petitions to drop the course will be signed and no incompletes will be given except in documentable emergency situations.

Academic Honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php

Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>

Course Grading:

Course grades will be determined by point totals, *not* percentages. Total possible points in the course are as follows: Exam 1 (50 points); Exam 2 (50 points); Exam 3 (50 points); and the Final Exam (50 points). The lowest of the four exam grades will be dropped so final grades will

include a maximum of three exam scores (150 points). An additional 10 points may be earned through an extra credit assignment.

Points for final grades: 135-160—A; 120-134—B; 105-119—C; 90-104—D; below 90—F

Course Outline:

Tuesday	Thursday
August 27: Course Introduction	August 29: History of Childhood
September 3: Developmental Theories Chapter 1	September 5: Developmental Research Chapter 2
September 10: Heredity Chapter 3	September 12: Heredity
September 17: Prenatal Development Chapter 4	September 19: Prenatal Development Chapter 4
September 24: Birth Chapter 4	September 26: Newborn
October 1: EXAM 1 Chapters 1-4	October 3: Brain Development Chapter 5
October 8: Physical Growth Chapter 5	October 10: Early Learning and Perception Chapter 6
October 15: Language Chapter 7	October 17: Cognition Chapter 8
October 22: Social Cognition Chapter 9	October 24: Intellectual Development Chapter 10
October 29: EXAM 2 Chapter 5-10	October 31: Early Emotion Chapter 11
November 5: Infant Attachment Chapter 11	November 7: Infant Attachment Chapter 11
November 12: Development of Self Chapter 12	November 14: Moral Development Chapter 12
November 19: Sex Differences Chapter 13 EXTRA CREDIT DUE	November 21: Gender Role Development Chapter 13
November 26: Family & Peers Chapter 14 & 15	November 28: THANKSGIVING No Class
December 3: Media Chapter 16	December 5: EXAM 3 Chapters 11-16
December 12 (10:10-11): FINAL EXAM	

**Extra Credit Option—Reaction Paper (0-10 points)--DUE NOVEMBER 19:
(Papers will not be accepted late and will NOT be accepted by email.)**

For the reaction paper, you will review either an article from *A Century of Developmental Psychology* or a book on child guidance book listed on Moodle.

The first 2/3rds of the paper will summarize the information in the article or book and the last part will express your own reaction and assessment of the book. The paper will be 4-5 pages long, double-spaced, in APA style. Since writing skills will be part of the grading, you are encouraged to contact the University Writing Center for assistance.